DOCUMENT RESUME

ED 192 034 CE 026 461

AUTHOR C'Neil, James M.; And Others
TITLE Research on a Workshop to Sensitize Women to the Effects of Sexism and Sex Role Socialization on Their Career Planning.
SPONS AGENCY Kansas Univ., Lawrence. General Research Fund.
PUB DATE 26 Sep 79
NOTE 33p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, 1979).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Career Choice; *Career Planning; *Females; Higher Education; *Perception; Self Concept; *Sex Bias; *Sex Role; *Socialization; Womens Education; Workshops

ABSTRACT

Research assessed the impact of a treatment designed to sensitize college freshman and sophomore women to the effects of sexism and sex role socialization factors on their career planning and to expand their current sex role attitudes and self concepts. College women on a large midwestern campus participated in a four-week career workshop. Portions of a twenty-eight minute color videotape were presented to subjects and discussed each week in small groups. The videotape presentation was a direct application of a model depicting factors affecting both sex role socialization and career planning processes. A sample of sixty college women was divided into treatment and control groups. Treatment effects were assessed by means of five career and sex role instruments in a pretest-posttest-control group design. Results indicated that treatment subjects spent more time thinking about their career planning, described themselves as more masculine, and reported investigative, social, and enterprising careers as more appropriate career choices than control group subjects. Future research and interventions were recommended to sensitize students to the effects of sexism and past sex role socialization on career decision making. (Three data tables and an extensive reference list are appended.) (Author/YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CN002730

ED192034

Research on a Workshop to Sensitize Women to the Effects of Sexism and Sex Role Socialization on Their Career Planning

James M. O'Neil
Carroll Ohlde
Charles Barké
The University of Kansas

Beverly Prosser-Gelwick
Stephens College

Nancy Garfield
Wichita State University

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James M. O'Neil

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Running head: Research On A Workshop To Sensitize

Submitted: September 26, 1979

This research was supported by a small grant from the General Research Fund of the University of Kansas, Lawrence, Kansas 66045. This paper was presented as part of a program entitled: "Research in Career Development" at the 87th Annual convention of the American Psychological Association, New York City, New York, 1979. The authors wish to thank Chris Meinecke, Linda Hedrick, Jan Muchow, Tonya Piggott, Ann Hein, and Diane Annunziato for serving as workshop leaders.

CE 026 461

Abstract

Little experimental research has been conducted on preventive interventions for sensitizing women to effects of their past sex role socialization. This research reports the results of a four-week career workshop designed to provide college women on a large midwestern campus with information about sexism, sex roles, career planning, and career resources. Portions of a 28-minute color video tape were presented to subjects and discussed each week in small groups. The video tape presentation is a direct application of a model depicting factors affecting both sex role socialization and career planning processes (O'Neil, Meeker & Borgers, 1978). A sample of college women (N=60) was divided into treatment and control groups. Treatment effects were assessed by means of five career and sex role instruments in a pretest-posttest-control group design. Results indicated that treatment subjects spent more time thinking about their career planning, described themselves as more masculine, and reported investigative, social and enterprising careers as more appropriate career choices than control group subjects. Future research and interventions are recommended to sensitize students to the effects of sexism and past sex role socialization on career decision making.

SEP 2 2 1980

Research on a Workshop to Sensitize Women to the Effects of Sexism and Sex Role Socialization on Their Career Planning

Sexism and the effects of sex role socialization on personal and career development have been important issues for counseling psychologists for the last seven years (American Psychological Association, 1975, 1978; Fitzgerald & Harmon, 1973; Harmon, Birk, Fitzgerald & Tanney, 1978; Osipow, 1975). Three issues of The Counseling Psychologist (Birk & Tanney, 1976; Fitzgerald & Harmon, 1973; Hill, Birk, Blimline, Leonard, Hoffman & Tanney, 1979) have been devoted to the special problems of counseling women, and recently one issue has focused on sex roles and counseling men (Skovholt, Gormally, Schauble & Davis, 1978). The last three annual reviews of career development and vocational behavior (Betz, 1977; Osipow, 1976; Zytowski, 1978) have addressed issues related to sex roles and bias in career development and vocational behavior. Attention has also been given to sex bias in interest testing (Diamond, 1975; Harmon, 1975; Holland, 1975; Cole & Hanson, 1975), career information (Birk, Cooper & Tanney, Note 1; Note 2) and counselor behavior (American Psychological Association, 1975; Stricker, 1977; Schlossberg & Pietrofesa, 1973). Additionally, procedures for increasing sex-fair counseling have been proposed and empirically tested (Gilbert & Waldroop, 1978).

Although sexism and sex role socialization have received much attention in the past few years, there have been few

experimental studies assessing effectiveness of methods to sensitize women to the effects of these factors on their career planning. Those studies reported have assessed the effects of consciousness-raising groups (Follingstad, Robinson & Pagh, 1977), supportive learning environments for women returning to school (Berman, Gelso, Greenfeig & Hirsh, 1977), and a curricula aimed at women's personal growth through resocialization, skill acquistion, and environmental management (Loeffler & Fiedler, 1979). Some interventions directed at sensitizing educators to the negative effects of sexism and sex role stereotyping have also been reported (Sparks & Mullally, 1978) and are currently being tested (Hanson & Keierleber, 1978). A few additional preventive programs have been developed (Birk & Tanney, Note 3; Blimline, 1976; Cooper, 1976; Leonard, Tanney, Hill & Clancy, 1978; O'Neil, Meeker & Borgers, 1978), but none of these have experimentally tested ways to sensitize women to the effects of sexism and past sex role socialization on their career decision making.

Some writers (Brodsky, 1978; Farmer, 1978; Holroyd, 1978) have recommended that counseling resources and interventions be developed to help women integrate past sex role socialization with their career and life decisions. A recent model (O'Neil, Meeker & Borgers, 1978; Note 4; O'Neil & Bush, 1978) depicting the relationship between sex role socialization factors and the career decision-making process underscores the importance of this recommendation.

The O'Neil et al. model (See Figure 1) is based on previous theories of career development (Bordin, Nachmann & Segal, 1963; Holland, 1973; Roe, 1957; Super, 1957; Super & Bachrach, 1957), correlates of career choice (Blau, Parnes, Gustod & Jessor, 1968; Crites, 1969), social systems approaches to career development (Osipow, 1973), social learning theory of career selection (Krumboltz, Mitchell & Jones, 1978), specific aspects of men's and women's career development (Crites, 1969; Mishler, 1975; Osipow, 1975; Psathas, 1968; Senesh & Osipow, 1973; Zytowski, 1969), and theory about sex role development (Kagan, 1964; Kohlberg, 1966; Mischel, 1970; Mussen, 1969).

This model hypothesizes that the individual, societal, familial, socioeconomic, situational, and psychosocial-emotional factors affect both sex role socialization and career decision making. Figure 1 depicts these six factors and the 22 subfactors of the model. A recent study (O'Neil, Ohlde, Tollefson, Piggott & Watts,

Insert Figure 1 About Here

Note 5) has demonstrated construct validity for the six general factors. Factors corresponding to the individual, societal, familial, socioeconomic, situational and psychosocial-emotional factors were identified for large samples of men and women (N=1436). Results showed that subjects identified these factors as having different effects on their own career decision making. Furthermore, these results suggested a positive role for interventions designed

to sensitize individuals to the specific effects of these factors on their career decision making.

A series of recent studies investigating the relationship of gender, sex role attitudes and cognitive style to the career decision-making process (Harren, Kass, Tinsley & Moreland, 1978, 1979; Moreland, Harren, Krimsky-Montague & Tinsley, 1979) has also underscored the importance of the above recommendation. Based on a path analysis, Harren et al. (1978) found that gender, sex role self-concept, sex role attitudes toward others, and cognitive style affect college students' progress in deciding on an academic major. Moreland et al. (1979) similarly discovered that endorsement of sex-role-related personal attributes and cognitive styles were related to college students' differences in their decision-making progress when choosing a college, academic major and occupation. In a related study, Harren et al. (1979) found that gender, cognitive complexity, and sex role attitude significantly predicted choice of gender-dominant majors and occupations. On the basis of their findings Harren et al. (1978; 1979) recommend development of and research on counseling interventions to modify stereotypic sex role attitudes. Additionally, Moreland et al. (1979) recommend development of programs to modify individuals' stereotypic sex role self-concepts and stereotypic repertoire of skills. Thus, given the nature of of previous research and the above findings and recommendations,

studies are needed to assess the effectiveness of interventions for sensitizing women to the effects of sexism and past socialization factors on their career decision making and expanding their stereotypic sex role attitudes and self-concepts.

The purpose of this research was to assess the impact of a treatment designed to sensitize college freshmen and sophomore women to the effects of sexism and sex role socialization factors on their career planning and to expand their current sex role attitudes and self-concepts. It was hypothesized that a career workshop focusing on sexism and the effects of sex role socialization factors would enhance participants' awareness of these effects and expand their sex role attitudes and self-concepts and their attitudes about the appropriateness of nontraditional career areas more than nonparticipants.

Method

Subjects

A random sample of freshmen and sophomore students (N=400) living in three residence halls at a large midwestern university were sent an invitation to participate in a four-week career exploration workshop for women. Eighty-five subjects indicated an interest by returning their schedules of available times for participating in the workshop. Twenty-five of the 85 students were eliminated because of schedule conflicts and were placed on

a waiting list. The final sample (N=60) consisted of 38 freshmen, 21 sophomores and 1 junior with a mean age of 18.4 years.

Instruments

Five instruments were administered to the subjects in this study. They were the Career Behavior and Attitude Checklist (O'Neil, Price & Tracey, 1978), Career Factor Checklist (O'Neil, Ohlde, Note 6), Attitudes Toward Women Scale (Spence & Helmreich, 1972), Bem Sex Role Inventory (Bem, 1974), and Career Appropriateness Questionnaire (Ohlde & O'Neil, Note 7).

Career Behavior and Attitude Checklist Questionnaire (CBACQ). This instrument measures career behaviors and attitudes (O'Neil, Price & Tracey, 1979). Only Factors 1 and 3 of the CBACQ were used in this study. Factor 1 assesses satisfaction with the career planning process, and Factor 3 assesses time spent thinking about career planning. Hoyt (1941) reliability coefficients ranged from .85 to .96, and test-retest reliability for Factors 1 and 3 was established at .94 and .28, respectively.

Career Factor Checklist (CFC). The CFC (O'Neil & Ohlde, Note 6) measures the degree that career and sex role socialization factors affect people's career decisions. Respondents are asked to indicate the degree to which these factors affect their career decisions by rating a five-point scale from "very much" to "not at all." The CFC was constructed around the conceptual model describing the factors affecting socialization, sex role learning, and career choice processes (O'Neil & Bush, 1978;

O'Neil, Meeker & Borgers, 1978) and has been demonstrated to be a valid measure of these six factors: Societal, Familial, Individual, Socioeconomic, Situational, and Psychosocial-Emotional (O'Neil, Ohlde, Tollefson, Piggott & Watts, Note 5). Hoyt (1941) reliability coefficients for these six factors have ranged from .65 to .81, while their test-retest reliabilities over a four-week period have ranged from .49 to .83. The test-retest reliability for the total score over the same time interval was .83.

Attitudes Toward Women Scale (AWS). The AWS (Spence & Helmreich, 1972) measures the rights and roles of women in contemporary society. Respondents are asked to indicate their degree of agreement with 55 statements by rating a four-point scale from "agree strongly" to "disagree strongly." Collins (1973) found the scale to be highly reliable and to possess sound criterion-related validity. In this study a short form of the AWS was used. This short form includes a 25-item version of the AWS and has been shown to have high correlation with the longer form (Spence & Helmreich, 1973).

Bem Sex Role Inventory (BSRI). The BSRI has been validated as a measure of psychological androgyny (Bem, 1974). It consists of 20 adjectives describing masculine personality characteristics, 20 adjectives describing feminine personality characteristics, and 20 adjectives describing neutral characteristics. Respondents are asked to indicate on a scale from 1 ("never or almost never true") to 7 ("always or almost always true") how well each

characteristic describes himself or herself. Although the BSRI is usually used to classify a person's sex role orientation, in this study it was used to measure subjects' self-reported changes in their masculine, feminine, and neutral personality characteristics over the four-week workshop.

Career Appropriateness Questionnaire (CAQ). The CAQ (Ohlde & O'Neil, Note 7) assesses the respondent's view of the appropriateness or inappropriateness of 84 careers. Respondents indicate on a four-point scale ("very much appropriate" to "very much inappropriate") the degree to which each career is appropriate for them. The 84 careers are the same as those listed in the occupations section of the Self Directed Search (SDS; Holland, 1977). The six scales of the CAQ are the same as Holland's realistic, investigative, artistic, social, enterprising and conventional personality types (Holland, 1973). Hoyt (1941) reliability coefficients for the six scales of the CAQ ranged from .87 to .95, while their test-retest reliabilities over a four-week period ranged from .83 to .95.

Intercorrelations of all dependent measures for pretest scores of treatment and control groups revealed a number of statistically significant but modest correlations ($p < .05$). Those that were larger than .40 were the BSRI masculine scale with the CBACQ Factor 1 (satisfaction with career planning) ($r=.45$); the BSRI feminine scale with the CFC's individual factor ($r=.47$); the BSRI neutral items with the CBACQ Factor 3

(time spent in career planning) (r=.42); the total score of the CFC with its own subfactors (rs=.49 - .70); subscales of the CFC with each other (rs=.31 - .45); the BSRI feminine items with the BSRI neutral items (r=.75); and the CAQ subscales with each other (rs=.27 - .55).

Procedure

Subjects from three residence halls at a major midwestern university were invited to join a women's career workshop. A personal invitation was randomly sent to each subject, and those individuals indicating an interest were assigned to a treatment and control group contingent on their available times, group size and leaders' schedules. Experimental subjects completed five pretest instruments at the beginning of the first session of the workshop, while control subjects completed the pretest instruments during the same time in their residence halls. The treatment groups then experienced the workshop as described in the treatment section. At the end of the final workshop session, posttest instruments were administered. Posttesting of the control group was accomplished through campus mail during the same week as the treatment group. An analysis of covariance (ANCOVA) on all dependent measures was employed in a pretest-posttest-control group design (Campbell & Stanley, 1963) to assess differences between treatment and control groups.

Treatment Conditions

Subjects in the treatment condition (N=17) participated in

a structured four-week career workshop exposing them to information about sexism, sex role socialization, career planning and campus resources available to them. The workshop was structured around the six validated factors of the O'Neil, Meeker & Borgers' (1978) model to reduce sexism and utilized a 28-minute color video tape titled "A Video Tape to Assist College Women in Understanding Their Socialization, Sex-Role Learning, and Career Choices Processes" (O'Neil, et al., 1978; Note 4). The three-part video tape is a direct application of the conceptual model and describes information in detail on the potential effects of the six career factors (individual, societal, familial, socio-economic, situational, psychosocial-emotional) and the counseling and career planning resources on the campus. The major goal of the tape is to sensitize women as to how sexism, sex role socialization and the six career factors may affect and restrict their career and life choices. Previous evaluation research has indicated that the video tape is most appropriate for high school and college freshmen and sophomore students (O'Neil, Prosser-Gelwick, Garfield, Watts & Fannin, Note 8). Subjects were asked to do the following at each session: (a) view a portion of the video tape related to one of the six factors, (b) write out their immediate reactions by responding to structured stimulus questions related to the viewed portion, (c) discuss their reaction to the questions and video tape in dyads, and (d) discuss their reactions and feelings to the tape in a larger group. Additionally, during

the third week subjects completed the occupations section of the SDS obtaining a three-letter code and discussed it with their workshop leader. Subjects were also asked to look up careers associated with their three-letter code in Holland's Occupations Finder and to read materials explaining the nature of Holland's six types. Table 1 outlines the specific nature of each weekly session.

Insert Table 1 About Here

Control and Attrition Groups

The control group (N=20) did not experience the workshop but was asked to participate in the project by completing the pre- and post-questionnaire instruments. The control group was paid $5.00 for their time and involvement. Those subjects missing any session after the first week (N=23) comprised the attrition group and were not included in the analysis. Subjects randomly sampled from this group (N=13) were sent a questionnaire to ascertain their reasons for missing sessions or dropping out of the workshop. The questionnaire asked them to: (a) express in their own words personal reason(s) for missing sessions; (b) rank order the primary reasons for missing from the following 6 categories: forgetting, academic pressure, conflicts with study time, workshop was boring, conflicts with extracurricular activities, workshop did not provide new information, and was not getting anything out of the workshop; and (c) to indicate

on a Likert scale of strongly agree to strongly disagree whether the six reasons applied to them.

Group Leaders

Workshop leaders were masters level women counselors who had knowledge of women's career development and understanding of and experience in using group facilitation skills. The leaders participated in a three-hour training period prior to conducting the workshop. A training manual (O'Neil & Olhde, Note 9)[1] outlined and specified the nature and mechanics of the treatment experiences to insure consistency across the groups.

Results

The means, standard deviations, and adjusted means for the treatment and control groups on all dependent measures are found in Table 2. Results of the analysis of covariance on the pretest

Insert Table 2 About Here

and posttest adjusted means are presented in Table 3. These results show that there were significant differences between the treatment and control groups on the following dependent measures: time spent thinking about career planning, $F(1,34)=4.64$, $p < .05$; masculine descriptors of the BSRI, $F(1,34)=4.27$, $p < .05$; appropriateness of investigative careers on CAQ-I, $F(1,34)=3.92$, $p < .05$; appropriateness of social careers on CAQ-S, $F(1,34)=$

[1]Copies of the training manual and the mechanics of the workshop are available by writing the first author.

Insert Table 3 About Here

4.70, $p < .05$; appropriateness of enterprising careers on the CAQ-E, $F(1\ 34)=4.18$, $p < .05$. The analysis of covariance on all other dependent measures revealed no significant differences between the experimental and control groups. These results indicate that subjects completing the workshop spent more time thinking about their career planning, described themselves as more masculine, and reported investigative, social and enterprising careers as more appropriate than control subjects. However, treatment subjects did not differ in their report of changes in their satisfaction with career planning, the effects of six factors from the O'Neil, Meeker, & Borgers' (1978) model, attitudes toward women, description of self in feminine or neuter terms, and the appropriateness of realistic, artistic, and conventional careers.

Results of the follow-up questionnaire sent to attrition subjects indicated that the main reasons for dropping out or missing sessions were: academic pressure, conflicts with study time, conflicts with extracurricular activities, and lack of new information in the workshop. A summary of written responses for not attending the session included: (1) sessions were too long, (2) sessions conflicted with study, exams, and other activities, (3) sessions did not meet expectations or current career needs (i.e., testing or choice of major, etc.), (4) I forgot the workshop time, (5) I was turned off by the pretesting, and (6) I wanted information about careers.

Discussion

The results of this study indicate that the treatment had a significant impact. Workshop participants described themselves as having more traditional masculine characteristics and reported that investigative, social, and enterprising careers were more appropriate for them following the workshop than nonparticipants. Although these results are based on data from self-report rather than behavioral measures, they do provide evidence that the treatment affected attitudinal change in the subjects regarding masculine characteristics and sex role appropriateness of two masculine career areas, investigative and enterprising. Thus, the workshop is beneficial in helping freshmen and sophomore college women expand their masculine sex role self-concepts and their attitudes about the appropriateness of nontraditional career areas.

The results also showed that the workshop is beneficial in helping women think about their career planning. Subjects in the workshop reported spending more time thinking about their career planning than subjects in the control group. Future research should assess the nature of this thinking and whether these thoughts translate to specific behaviors pertinent to career planning or decision making.

Contrary to the research hypothesis, the treatment did not foster new awareness of the career factors described in the O'Neil et al. (1978) model or produce significant changes in attitudes

toward women. It may be that full understanding of the impact of the six career factors and changes in attitudes toward women require longer periods of time than the four-week interval assessed in this study.

There were limitations in the research that were beyond the control of the researchers. It was impossible to fully assign subjects randomly to treatment and control groups because of numerous scheduling conflicts, and to maintain initial group sizes because of subject attrition. Thus, the treatment and control groups may not have been equivalent.

Participants missing sessions or dropping out became attrition subjects and were eliminated from the experimental study. The reasons reported for dropping out of the group experience indicate that numerous practical considerations (academic pressure, school and social conflicts, and workshop did not provide new information) contributed to attrition. Future research can avoid these problems by (a) scheduling workshops at times that do not conflict with midterm or final exams, (b) stating clearer expectancies to workshop participants, and (c) prescreening, pretesting, or interviewing participants to insure that the treatment will be appropriate for them. Researchers need to continue assessing attrition from workshops. It is recommended that future follow-up of attrition subjects assess more emotional reasons for missing sessions or dropping out of career-group experiences. Although the present follow-up inquired only about the practical reasons for missing

the group, it may be that counseling interventions built around sex role and career issues are threatening and emotionally upsetting to some women facing career and life decisions. Continued assessment of attrition from counseling interventions should help practitioners develop more meaningful interventions for clients and better match treatment modes with their needs.

Future research and program development are now needed in several areas. Research is needed to investigate how restrictive sex role attitudes can be modified and how these modifications affect choosing nontraditional careers and lifestyles. Innovative interventions and programs are needed to expand women's career options and to help them assess how sexism and their past sex role socialization may be limiting their career and life possibilities. Student need assessment data could be gathered to identify individuals who have specific sex role and career conflicts related to individual, societal, familial, socioeconomic, situational or psycho-emotional factors. Separate career interventions and programs could be developed to assist students with each of the six factors in the O'Neil, Meeker & Borgers' (1978) model. More counseling and preventive treatments are needed to assist women in sex role and career-related conflicts. Additionally, as men become more aware of how sexism has limited their options and choices, programs will also be needed to expand male consciousness around sex role and career-related conflicts.

REFERENCE NOTES

1. Birk, J. M., Cooper, J., & Tanney, M. F. Racial and sex role stereotyping in career illustrations. Paper presented at the meeting of the American Psychological Association, Montreal, 1973.

2. Birk, J. M., Cooper, J., & Tanney, M. F. Stereotyping in occupational outlook handbook illustrations: A follow-up study. Paper presented at at the meeting of the American Psychological Association, Chicago, 1975.

3. Birk, J. M., & Tanney, M. F. Career exploration for high school women: A model. Paper presented at the meeting at the American Personnel & Guidance Association Regional Convention, Atlanta, Georgia, 1973.

4. O'Neil, J. M., Meeker, C. H., Borgers, S. B. A slide/tape show to assist college women in understanding their socialization, sex role learning, and career choice process. Presented as part of the symposium "A preventive model to reduce sexism in career planning" at the American Psychological Association, 85th Annual Convention, San Francisco, CA., 1977. Verbation description of this media presentation is found in O'Neil, Meeker, & Borgers, (1978). Available for educational and research purposes by writing James M. O'Neil, Department of Counseling, 116 Bailey Hall, The University of Kansas, Lawrence, Ks. 66045.

5. O'Neil, J. M., Ohlde, C., Tollefson, N., Piggott, J., Watts, D. Factors, correlates, emotional barriers affecting career decisions of college students. Paper presented at the 87th Annual Convention of the American Psychological Association. New York City, New York, 1979.

6. O'Neil, J. M. & Ohlde, C. Career Factor Checklist. University Counseling Center, University of Kansas, Lawrence, Kansas 1978 (Available from James M. O'Neil, Department of Counseling, School of Education, University of Kansas, Lawrence, Kansas 66045.

7. Ohlde, C. & O'Neil, J. M. Career Appropriateness Questionnaire. University Counseling Center, University of Kansas, Lawrence, Kansas, 1978. Available from James M. O'Neil, Department of Counseling, School of Education, University of Kansas, Lawrence, Kansas 66045.

8. O'Neil, J. M., Prosser-Gelwick, B., Garfield, N., Watts, D., Fannin, P. Initial research on a developmental, preventive, and operational model to reduce sexism in the career planning of women. Program presented at the American College Personnel Association (ACPA) National Convention, March 26-29, 1979, Los Angeles, California.

9. O'Neil, J. M., Ohlde, C. A training manual to implement workshops for women using the O'Neil, Meeker, Borgers' model. University Counseling Center. The University of Kansas, Lawrence, Kansas, 1978.

REFERENCES

American Psychological Association. Report on sex bias and sex role stereotyping in psychotherapeutic practice. American Psychologist, 1975, 30, 1169-1175.

American Psychological Association. Guidelines for therapy with women American Psychologist, 1978, 33, 1122-1123.

Berman, M. R., Gelso, C. J., Greenfeig, B. R., & Hirsh, R. The efficacy of supportive learning environments for returning women: An empirical evaluation. Journal of Counseling Psychology, 1977, 24, 324-331.

Betz, E. L. Vocational behavior and career development, 1976: A review. Journal of Vocational Behavior, 1977, 11, 129-152.

Birk, J. M. & Tanney, M. F. Counseling women II. The Counseling Psychologist. 1976, 6, 2.

Blau, P. M., Parnes, H. S., Gustad, J. W., and Jessor, R. Occupational choice: A conceptual framework. In D. G. Zytowski (Ed.) Vocational Behavior: Readings in the theory and research. New York: Holt, Rinehart, and Winston, Inc., 1968.

Blimline, C. A. The effect of a vocational unit on the exploration of non-traditional career options. Journal of Vocational Behavior, 1976, 9, 209-217.

Bem, S. L. The measurement of psychological androgyny. Journal of Consulting and Clinical Psychology, 1974, 42, 155-162.

Bordin, E. S., Nachmann, B., & Segal, S. J. An articulated framework for vocational development. Journal of Counseling Psychology. 1963, 10, 107-116.

Brodsky, A. M. Seeking the holy grail, or the status of women in counseling. In L. Harmon, J. Birk, L. Fitzgerald, M. Tanney (Eds.) Counseling Women. Monterey, California: Brook/Cole Publishing Co., 1978, 277-283.

Campbell, D. T. & Stanley, J. C. Experimental and quasi-experimental designs for research. Chicago: Rand McNally & Company, 1963.

Cole, N. S., Hanson, G. R. Impact of interest invenries on career choice. In E. E. Diamond (Ed.) Issues of sex bias and sex fairness in career interest inventories. Washington, D.C.: U. S. Government Printing Office, 1975.

Collins, A. The Attitude Toward Women Scale: Validity, reliability, and sub-score differentiation. Unpublished doctoral dissertation, University of Maryland (College Park), 1973.

Cooper, J. F. Comparative impact of the SCII and the Vocational Card Sort on career salience and career exploration of women. Journal of Counseling Psychology, 1976, 23, 348-352.

Crites, J. O. Vocational Psychology. New York: McGraw-Hill, 1969.

Diamond, E. E. (Ed.) Issues of sex bias and sex fairness in career interest measurement. Washington, D. C.: Department of Health, Education and Welfare, National Institute of Education, 1975.

Farmer, H. S. What inhibits achievement and career motivation in women. In L. Harmon, J. Birk, L. Fitzgerald, M. Tanney (Eds.) Counseling Women. Monterey, California: Brook/Cole Publishing Co., 1978, 159 - 172.

Fitzgerald, L. F. & Harmon, L. W. Counseling women. The Counseling Psychologist. 1973, 4.

Follingstad, D. R., Robinson, E. A. & Pugh, M. Effects of consciousness-raising groups on measures of feminism, self esteem, and social desirability. Journal of Counseling Psychology. 1977, 24, 223-230.

Gilbert, L. A. and Waldroop, J. Evaluation of a procedure for increasing sex-fair counseling. Journal of Counseling Psychology, 1978, 25, 410-418.

Hansen, L. S. & Keierleber, D. L. Born Free: A collaborative consultation model for career development and sex role stereotyping. Personnel and Guidance Journal, 56, 395-399, 1978.

Harmon, L. W. Technical aspects: Problems of scale development, norms, item differences by sex, and the rate of change in occupational group characteristics - I. In E. E. Diamond (Ed.) Issues of sex bias and sex fairness in career interest inventories. Washington, D.C.: U.S. Government Printing Office, 1975.

Harmon, L., Birk, J., Fitzgerald, L., Tanney, M. Counseling Women. Monterey, CA: Brook/Cole Publishing Co., 1978.

Harren, V., Kass, R., Tinsley, H. & Moreland, J. Influence of sex role attitude and cognitive styles on career decision making. Journal of Counseling Psychology, 1978, 25, 390-398.

Harren, V. A., Kass, R. A., Tinsley, H. E., & Moreland, J. R. Influence of gender, sex-role attitudes, and cognitive complexity on gender-dominant career choices. Journal of Counseling Psychology. 1979, 26, 227-234.

Hill, C. E., Birk, J. M., Blimline, C. A., Leonard, M. M., Hoffman, M. A., Tanney, M. F. Counseling Women III. The Counseling Psychologist. 1979, 8.

Holland, J. L. Making vocational choices: A theory of careers. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Holland, J. L. The use and evaluation of interest inventories and simulation. In E. E. Diamond (Ed.) Issues of sex bias and sex fairness in career interest inventories. Washington, D.C.: U.S. Government Printing Office, 1975.

Holland, J. L. The Self Directed Search: A guide to educational and vocational planning. Palo Alto, Calif.: Consulting Psychologist Press, 1977.

Holroyd, J. Psychotherapy and women's liberation. In L. Harmon, J. Birk, Fitzgerald, M. Tanney (Eds.) Counseling Women. Monterey, California: Brook/Cole Publishing Co., 1978, 193-207.

Hoyt, C. J. Test reliability by analysis of variance. Psychometrika, 1941, 6, 153-160.

Kagan, J. Acquisition and significance of sex typing and sex role identity. In M. L. Hoffman and L. W. Hoffman (Eds.) Review of child development research, Vol. 1. New York: Russell Sage Foundation, 1964.

Kohlberg, L. A. A cognitive-developmental analysis of children's sex-role concepts and attitudes. In E. E. Maccoby (Ed.), The development of sex differences. Stanford, California: Stanford University Press, 1966.

Krumboltz, J. D., Mitchell, A. M. and Jones, G. B. A social learning theory of career selection. In J. Whiteley and A. Resnikoff (Eds.) Career Counseling. Monterey, California: Brook/Cole Publishing Co., 1978.

Leonard, M. M., Tanney, M. F., Hill, C. E., & Clancy, L. B. Me, for a change. Personnel and Guidance Journal. 1978, 56 (8), 507-509.

Loeffler, D., & Fiedler, L. Woman - A sense of identity: A counseling intervention to facilitate personal growth in women. Journal of Counseling Psychology. 1979, 26, 51-57.

Mischel, W. Sex-typing and socialization. In P. H. Mussen (Ed.) Carmichael's manual of child psychology. New York: Wiley, 1970.

Mishler, S. A. Barriers to the career development of women. In S. H. Osipow (Ed.) Emerging Women: Career Analysis and Outlooks. Columbus, OH: Charles E. Merrill, 1975.

Moreland, J. R., Harren, V. A., Krimsky-Montague & Tinsley, H. E. Sex role self-concept and career decision making. Journal of Counseling Psychology, 1979, 26, 329-336.

Mussen, P. H. Early sex role development. In D. A. Goslin (Ed.) Handbook of socialization theory and research. Chicago: Rand McNally, 1969.

O'Neil, J. M. & Bush, B. Psychosocial factors affecting career development of adult women. In D. P. Garner, (Ed.), The Career Educator, Vol. III, Dubuque, Iowa: Kendall-Hunt Publishing Co., 1978.

O'Neil, J. M., Meeker, C. H., & Borgers, S. B. A developmental, preventive, and consultative model to reduce sexism in the career planning of women. Journal Supplement Abstract Service (JSAS), Catalog of Selected Documents in Psychology, 1978, 8, Ms. 1684.

O'Neil, J. M., Price, G. E. & Tracey, T. The stimulus value, treatment effects, and sex differences when completing the Self Directed Search and Strong-Campbell Interest Inventory. Journal of Counseling Psychology, 1979, 26, 45-50.

Osipow, S. H. Theories of career development, 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

Osipow, S. H. (Ed.), Emerging woman: Career analysis and outlooks. Columbus, Ohio: Charles E. Merrill, 1975.

Osipow, S. H. Vocational behavior and career development, 1975: A review. Journal of Vocational Behavior. 1976, 9, 129-145.

Psathas, G. Toward a theory of occupational choice for women. Sociology and Social Research, 1968, 52, 253-268.

Roe, A. Early determinants of vocational choice. Journal of Counseling Psychology. 1957, 4, 212-217.

Schlossberg, N. K., & Pietrofesa, J. J. Perspective on counseling bias: Implications for counselor education. The Counseling Psychologist. 1973, 4, 44-54.

Senesh, L., Osipow, S. Fundamental ideas of career education. In L. Senesh, New paths in social science curriculum design. Chicago: Science Research Associates, 1973.

Skovholt, T., Gormally, J., Schauble, P., & Davis, R. Counseling men. The Counseling Psychologist. 1978, 7 (4).

Sparks, D., Mullally, B. Sexism and Education: A workshop to increase awareness. Personnel and Guidance Journal, 1978, 57, 124-126.

Spence, J. T. & Helmreich, R. The attitude toward women scale: An objective instrument to measure attitudes toward the rights and roles of women in contemporary society. Journal Supplement Abstract Service (JSAS) Catalog of Selected Documents in Psychology, 1972, 2, 66-67.

Spence, J. T., Helmreich, R., & Stapp, F. A short version of the attitude toward women scale (AWS). Bulletin of the Psychonomic Society, 1973 2, 219-220.

Super, D. E. The psychology of careers. New York: Harper and Row, 1957.

Super, D. E., and Bachrach, P. B. Scientific careers and vocational development theory. New York: Teachers College Bureau of Publications, 1957.

Stricker, G. Implications of research for psychotherapeutic treatment of women. American Psychologist, 1977, 32, 14-22.

Zytowski, D. G. Vocational behavior and career development, 1977: A review. Journal of Vocational Behavior, 1978, 13, 141-162.

Zytowski, D. G. Toward a theory of career development for women. Personnel and Guidance Journal, 1969, 47, 660-664.

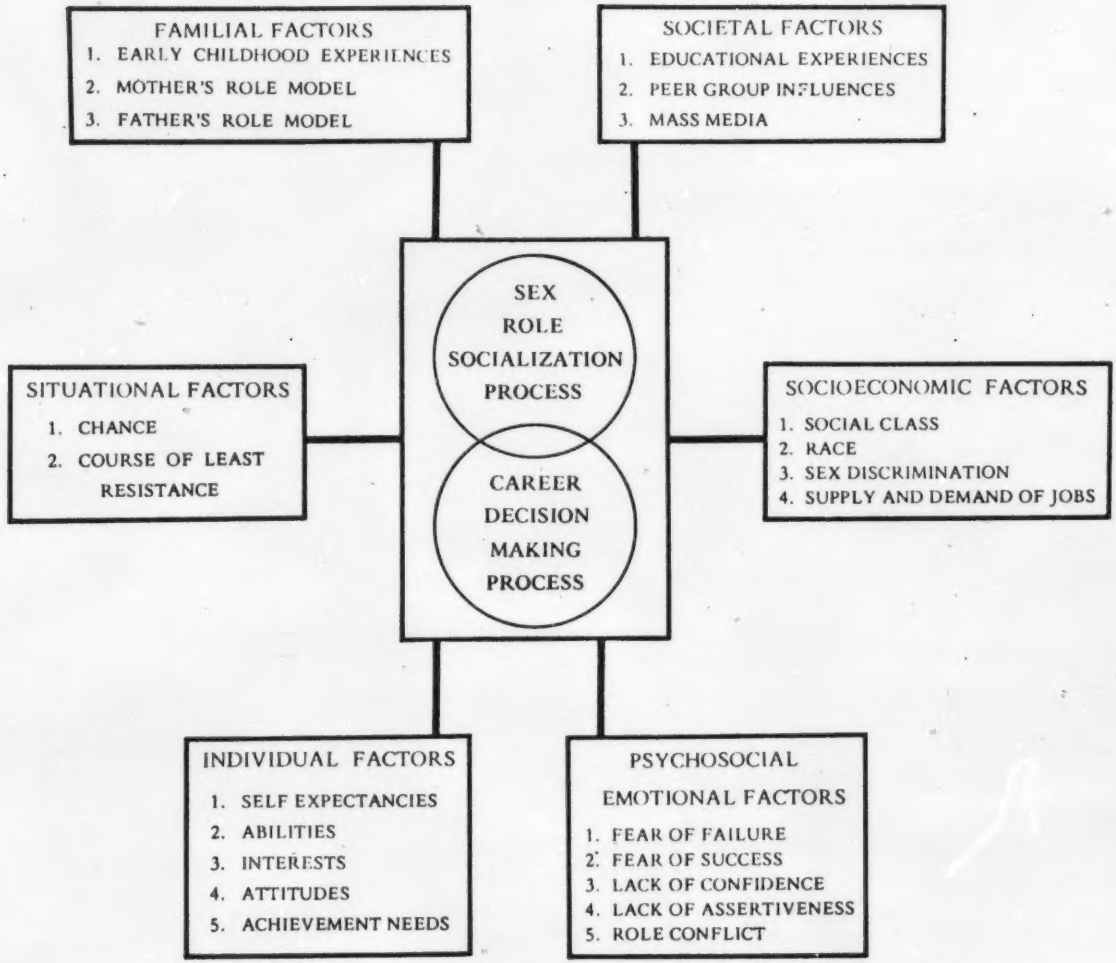

Figure 1: Factors Affecting the Sex Role Socialization and Career Decision Making Process

Table 1

Specific Weekly Activities to Implement Career Workshop Based on the O'Neil, Meeker, Borgers' (1978) Model

Week		Activity	Time Needed In Minutes
1	1.	Statement of Goals of Workshop	3
	2.	Vocational Introduction	20
	3.	Pre-testing	50
	4.	Presentation of Entire Video Tape	28
	5.	Slide Show Reaction Questionnaire	5
	6.	Large Group Discussion of Reaction to Tape	15
	7.	Weekly Reaction Log	5
2	1.	Presentation of Individual Factor From Video Tape	5
	2.	Subjects Fill Out Stimulus Questions on Individual Factor	10
	3.	Dyads Discuss Stimulus Questions	15
	4.	Presentation of Societal Factor From Video Tape	5
	5.	Subjects Fill Out Stimulus Question on Societal Factor	10
	6.	Dyads Discuss Stimulus Questions	15
	7.	Large Group Discusses Stimulus Questions	30
	8.	Subjects Fill Out Weekly Reaction Log	5
3	1.	Presentation of the Familial Factor From Video Tape	5
	2.	Subjects Fill Out Stimulus Questions on the Familial Factor	10
	3.	Dyads Discuss Stimulus Questions	15
	4.	Presentation of the Psychosocial-Emotional Factors	5
	5.	Subjects Fill Out Stimulus Questions on the Psychosocial-Emotional Factors	10
	6.	Dyads Discuss Stimulus Questions	15
	7.	Large Group Discuss Stimulus Questions	20
	8.	Subjects Discuss Meaning of Holland Three-letter Code	10
	9.	Subjects Fill Out Weekly Reaction Log	5
4	1.	Presentation of Socioeconomic Factor	5
	2.	Subjects Fill Out Stimulus Questions Socioeconomic Factor	5
	3.	Dyads Discuss Stimulus Questions	10
	4.	Presentation of the Situational Factor	5
	5.	Subjects Fill Out Stimulus Questions Related Situational Factor	5
	6.	Dyads Discuss Stimulus Questions	10
	7.	Large Group Discuss Stimulus Questions	20
	8.	POST TESTING OF SUBJECT	50
			3

Table 2

Means and Standard Deviations on Pretest and Posttests

for Dependent Measures for Treatment and Control Groups

VARIABLES MEASURED	Treatment Group			Control Group		
	Pre	Post	Adjusted	Pre	Post	Adjusted
Career Behavior & Attitude Checklist Questionnaire (CBACQ)						
Time Spent Thinking About Career Planning (Factor 3)						
M	23.29	21.94	21.52	21.00	18.70	19.05
SD	3.15	3.56		4.15	3.43	
Satisfaction with Career Planning (Factor 1)						
M	13.47	14.17	14.14	13.40	13.20	13.22
SD	5.13	4.88		5.57	5.60	
Career Factor Checklist (CFC)						
Total Score (CFC)						
M	93.76	98.52	96.20	89.25	90.05	92.02
SD	10.19	14.66		10.72	12.92	
Familial Factors						
M	15.11	14.58	13.97	13.85	12.90	13.42
SD	4.13	4.43		3.39	4.31	
Societal Factors						
M	13.00	14.17	13.97	12.40	12.95	13.11
SD	3.08	3.48		3.40	3.63	
Individual Factors						
M	26.82	28.82	29.01	29.15	28.40	28.23
SD	4.50	1.50		.93	1.69	
Socioeconomic Factors						
M	14.17	15.41	15.09	13.35	14.65	14.92
SD	3.66	4.80		3.08	2.90	
Situational Factors						
M	8.82	9.11	9.01	8.60	9.10	9.18
SD	2.32	2.75		1.95	2.46	
Psychosocial-Emotional Factors						
M	15.82	16.41	14.81	11.90	12.05	13.40
SD	3.84	4.82		4.55	4.92	
Attitude Toward Women Scale (AWS)						
Total Score (AWS)						
M	81.64	82.82	82.74	81.50	80.80	80.86
SD	6.59	7.73		7.47	8.62	
Bem Sex Role Inventory (BSRI)						
Masculine Descriptors						
M	95.58	97.41	97.50	95.75	93.90	93.82
SD	16.87	17.42		16.83	18.85	
Feminine Descriptors						
M	102.70	103.47	101.80	99.25	98.10	99.51
SD	13.99	13.31		10.74	10.66	
Neuter Descriptors						
M	96.23	95.35	93.60	91.55	90.55	92.03
SD	6.60	6.95		6.63	5.98	

Table 2 (cont.)

Means and Standard Deviations on Pretest and Posttests

for Dependent Measures for Treatment and Control Groups

VARIABLES MEASURED	Treatment Group			Control Group		
	Pre	Post	Adjusted	Pre	Post	Adjusted
Career Appropriateness Questionnaire (CAQ)						
Realistic (CAQ-R)						
M	19.41	21.35	21.97	20.55	21.15	20.62
SD	6.45	8.88		6.76	6.76	
Investigative (CAQ-I)						
M	26.00	27.76	28.80	27.95	27.35	26.46
SD	10.96	11.91		10.49	10.53	
Artistic (CAQ-A)						
M	24.47	26.64	27.05	25.25	26.30	25.95
SD	8.50	9.79		7.54	6.98	
Social (CAQ-S)						
M	37.05	40.00	37.69	31.80	32.35	34.30
SD	10.56	10.65		10.21	8.48	
Enterprising (CAQ-E)						
M	30.05	32.58	34.14	33.05	32.40	31.07
SD	10.43	10.75		11.34	11.93	
Conventional (CAQ-C)						
M	27.52	28.64	28.40	27.00	27.00	27.20
SD	6.93	6.27		9.87	11.16	

Table 3

Analysis of Covariance on all Dependent Measures

for Control and Treatment Groups

Measures	df	MS	F
Career Behavior & Attitude Checklist Questionnaire (CBACQ)			
Time Spent Thinking About Career Planning (Factor 1)			
Between Groups	1	50.72	4.64 *
Within Groups	34	10.91	
Satisfaction With Career Planning (Factor 3)			
Between Groups	1	7.72	1.01
Within Groups	34	7.59	
Career Factor Checklist (CFC)			
Total Score CFC			
Between Groups	1	152.53	1.66
Within Groups	34	91.59	
Familial Factors			
Between Groups	1	2.71	.33
Within Groups	34	7.99	
Societal Factors			
Between Groups	1	6.76	.74
Within Groups	34	9.05	
Individual Factors			
Between Groups	1	4.79	1.95
Within Groups	34	2.45	
Socioeconomic Factors			
Between Groups	1	.26	.02
Within Groups	34	9.67	
Situational Factors			
Between Groups	1	.24	.06
Within Groups	34	3.90	
Psychosocial-Emotional Factors			
Between Groups	1	14.76	1.05
Within Groups	34	13.95	
Attitude Toward Women Scale (AWS)			
Between Groups	1	32.51	1.52
Within Groups	34	21.31	
Bem Sex Role Inventory (BSRI)			
Masculine Descriptors			
Between Groups	1	124.37	4.27 *
Within Groups	34	29.10	
Feminine Descriptors			
Between Groups	1	47.40	2.06
Within Groups	34	22.91	
Neuter Descriptors			
Between Groups	1	20.01	.93
Within Groups	34	21.30	

* $p < .05$

Table 3 (cont.)

Analysis of Covariance on all Dependent Measures

for Control and Treatment Groups

Measures	df	MS	F
Career Appropriateness Questionnaire (CAQ)			
Realistic (CAQ-R)			
Between Groups	1	16.70	1.01
Within Groups	34	16.51	
Investigative (CAQ-I)			
Between Groups	1	50.24	3.92 *
Within Groups	34	12.81	
Artistic (CAQ-A)			
Between Groups	1	10.98	.92
Within Groups	34	11.81	
Social (CAQ-S)			
Between Groups	1	99.01	4.70 *
Within Groups	34	21.04	
Enterprising (CAQ-E)			
Between Groups	1	84.59	4.18 *
Within Groups	34	20.19	
Conventional (CAQ-C)			
Between Groups	1	13.14	.40
Within Groups	34	32.39	

* $p < .05$